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ABSTRACT

This directory provides abstracts for 38 career development projects operating during the 1972-73 school year, which are funded or coordinated by the Michigan Department of Education. The abstracts identify representative career development program components (e.g., objectives, major activities, and procedures) for projects in state school districts of varying populations and levels. (MF)

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CURRENT REPORT

ON

CAREER DEVELOPMENT PROJECTS

1972 - 1973

MICHIGAN DEPARTMENT OF EDUCATION

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VT 019 073

Compiled by: Celeste McLester
James L. Mahrt

Guidance Unit
Michigan Department of Education
October, 1972

INTRODUCTION

The purpose of this directory is to identify career development projects operating during the current year which are funded wholly or in part through the Michigan Department of Education or for whom the Department has monitoring responsibilities. It is anticipated that the abstract provided for each project will assist those interested in career development programs to:

1. Gain a broad perspective on the many career development programs across the state.

2. Identify representative program components of interest.

3. Effectively communicate with career development resources, whether in the form of people, programs or materials.

It should be noted that the projects address varying populations and levels and employ a variety of techniques to achieve their objectives. It is the goal of the Michigan Department of Education to coordinate project efforts to develop and establish validated career development program components and resources. While many career development programs exist across the state, the only ones included in this directory are those funded or coordinated by the Michigan Department of Education.

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PROJECT ABSTRACT

SCHOOL DISTRICT: Alpena-Montmorency-Alcona Intermediate School District

TITLE OF PROJECT: Downstate Area Placement of Rural Youth (Dapory)

PROJECT DIRECTOR: Bill Baldwin, Director, Box 497, Alpena, Michigan 49707
Telephone: 517/372-6007 (Lansing) or 517/354-3101 (Alpena)

OBJECTIVES:

1. To establish a system of employer contact in suburban-urgan areas that will employ our high school graduates in occupational areas.
2. To prepare counselors and teachers to educate, occupationally train, and guide youth to relevant jobs in suburban-urban areas.
3. To prepare youth to meet the occupational and societal needs that, at times, are foreign to those who are born, raised and educated in rural areas.
4. To provide counselors the necessary skills needed to move into the suburban-urgan area in June of each year to assist in the placement and follow-up counseling services necessary in June, July, and August for recent high school graduates.
5. To train all students not interested in college education or financially cannot afford it, in a skill that will enable them to be placed in a job upon graduation, thus providing a learning for earning program.

MAJOR ACTIVITIES:

1. Identification of employers.
2. Identification of skills needed for these employers.
3. Explanation of jobs available to the students.
4. Explanation of jobs available to the parents of interested students.
5. Preparation of counselors and teachers with the necessary skills to work effectively with the program.
6. Social skill development for the students.
7. Skill development for the students.
8. Placement and follow-up on students.

EVALUATION:

The evaluation of this program will be based on the number of students we train and the number of students placed on jobs related to this training.

PROJECT ABSTRACT

School District: Calhoun County Intermediate School District

Title of Project: Career-Oriented Curriculum Project

Project Director: Roger LaBonte, Coordinator
World of Work
Calhoun Intermediate School District
17111 G Drive North
Marshall, Michigan 49068
Telephone 616/781-5141

This is a three-year program designed to promote the concept of career education and plan a complete career education program from kindergarten through high school. The teachers are the immediate target group. They will make plans to reach the ultimate target group--the students.

Goals:

1. Demonstrating a school-organized curriculum centered around a learner career development theme.

2. Building a new educational unity.

3. Developing a cadre of committed and trained leadership to contrive the training of others for the implementation of the career-oriented concept throughout the Calhoun Intermediate School District.

Procedures:

The initial year was spent in promotion and planning activities. The remaining two years are to be spent in implementing the career education concepts within the classroom setting. Eighty teachers in grades K - 8 have been selected to demonstrate the project concepts during the 1972-73 school year. Ultimately 120 teachers from grades K - 12 are to be included as active participants.

PROJECT ABSTRACT

School District: Charlevoix - Emmet Intermediate School District
Eastern Upper Peninsula Intermediate School District
Gogebic - Ontonagon Intermediate School District

Title of Project: **Mobile Career Development Project**

Project Directors: James Wilderon
Mobile Unit Counselor
Charlevoix - Emmet Intermediate School District
County Building
Charlevoix, Michigan 49720
Telephone #(616) 547-6504

Ken Drenth and
Bob Hagen
Mobile Unit Counselors
Eastern Upper Peninsula Intermediate School District
Box #278
Rudyard, Michigan 49780
Telephone #(906) 478-4461

LeRoy W. Liimakka and Brian Mattson
Mobile Unit Counselors
Gogebic - Ontonagon Intermediate School District
Box #218
Bergland, Michigan 49910
Telephone #(906) 575-3438

This project is designed to assist in providing career development experiences to approximately 13,000 students in grades seven through twelve in the three intermediate school districts located in the Upper Great Lakes Region. This area is characterized by geographic isolation, low economic levels, and minimum guidance and counseling services.

The goals are:

1: To provide students with career development awareness activities.

2: To have students increase their self-understanding relative to career interest, aptitude, and future plans.

3: To provide students with information regarding career training opportunities in their areas, as well as other parts of the State and neighboring states.

4: To see that students are provided experiences in career decision-making and planning.

5: To see that teachers are exposed to career development orientation and materials which will enable them to integrate World of Work concepts and activities into their respective roles more effectively.

6: To encourage parents to become more involved in their children's career-planning activities.

The procedures utilized feature two self-propelled vans and one trailer, each manned by one or two counselors and supplied with the latest career information materials and audio-visual equipment--such as eight and sixteen mm film and film loops, slide projector, reel and casette tape-recorders, overhead projector, view decks, et cetera. Each unit has an office, browsing area, check-out center, group discussion area, one to three carrels, audio-visual center, and storage space.

These counselors in the Mobile Units transport career guidance services to schools that were without such services and supplement these services in other schools.

Several workshops are conducted for counselors and teachers in the local schools served by the project.

PROJECT ABSTRACT

School District: Clare County Intermediate School District

Title of Project: Individualized Guidance Entry Instructional Atmosphere

Project Director: Mr. Roy Monzo
Clare Intermediate School District
408 East 4th Street
Clare, Michigan 48617
Telephone #(517) 386-2397

This project proposes to develop a program which will concentrate the resources of five small rural districts towards an educational pack concept to provide comprehensive career education opportunities for all students, particularly low achievers and disadvantaged.

Goals:

1: To develop a program which will serve the target group, based on needs assessment input from consultants and the planning committee.

2: To establish a Bureau of Manpower Resources and a Placement Agency to work with the CEPD Council as a planning group.

3: Write an operational proposal.

Procedures:

The planning group will collect and analyze data from the literature and from visiting similar projects, as well as from the five district human and material resource assessments. Studies of the current curriculum, location of career opportunities, and follow-up of drop-outs will aid the Director in developing and writing an operational proposal.

PROJECT ABSTRACT

School District: Coloma Community Schools

Title of Project: The Career Development-Centered Curriculum

Project Director: Mr. Gerald E. Geik
Coloma Community Schools
P. O. Box #218
Coloma, Michigan 49038
Telephone #(616) 468-8341

The target population for the first year is twenty-one 'volunteer' K through 6 teachers and their students; the second year, all K through 6 teaching staff and their students; the third year, all K through 9 teaching staff and their students, plus 'volunteer' 10 through 12 teachers and their students.

Goals:

1: To develop and produce teaching - learning elementary career development units.

2: To develop and produce major evaluation instruments for elementary career development.

3: To provide students with career development activities appropriate to their levels of vocational development.

Procedures:

Some of the major components of the project are in-service training of teachers and administrators; developing evaluation instruments; career counseling; and curriculum revision in the form of teaching units that include the components of career development, resource guides, student field trips into the local business and industrial comcumity, and bringing resource people into the classroom.

PROJECT ABSTRACT

School District: Eastern Upper Peninsula Intermediate School District

Title of Project: Career Exploration for Related Training (C.E.R.T.)

Project Director: Al Tipton
Eastern Upper Peninsula Intermediate School District
Box #278
Rudyard, Michigan 49780

The target population for CERT is all of the eighth grade students in the Eastern Upper Peninsula Intermediate School District. Also involved with CERT are thirty-five selected teachers at the 'Area Vocational Center' and, in each of the districts, parents and all the other educational and support people who will be contacted.

Some of the major goals are:

1: To make it possible for eighth graders to know the programs available to them in their schools as well as in the 'Area Vocational Center.'

2: To provide 'Career Development In-Service' for project participants.

3: To provide information for parents and teachers regarding the occupational choices available and to establish a 'Career Development Program' in every school in the district.

Procedures include:

1. Employing a full-time director and secretary to run the project.

2: Identifying twenty eighth-grade teachers in the constituent schools.

3: Providing in-service program of 'Career Development' for twenty eighth-grade teachers.

4: Working with parents, students, all teachers in the district.

5: Special unit on 'Career Development' program in all schools.

6: Each student identify four interest areas for either a vocation or an avocation by the end of the career development component.

7: Two-day stay at 'Area Vocational Center' in Sault Ste. Marie for 'Hands-On' introduction to related training available to the students.

8: College exploration program first evening--housing provided on campus of Lake Superior State College.

PROJECT ABSTRACT

School District: Genesee Area Skill Center

Title of Project: Student Personnel Services

Project Director: Robert VanDette
Genesee Area Skill Center
G-5081 Torrey Road
Flint, Michigan 48507

This project was instituted to improve the services offered to students at Genesee Area Skill Center. It was evident that there was a need for expanded student-services from pre-admission to admission; from course completion to placement; and to student follow-up and evaluation.

Goals:

1: To establish the following student services at the Skill Center, with the objective of cooperating with the home high school in the following processes:

a. Pre-admissions and admissions counseling
b. Student counseling and records service
c. Counseling toward "positive attitudes"

2: To continue student personnel services at the Skill Center for those students in the instructional program:

a. Student counseling and records service
b. Industrial and Business Orientation program
c. Occupational information
d. Testing and inventory services

3: To assist students in the "world of work" who have completed Skill Center programs, as well as other students who will be using the facilities.

a. Community information
b. Job placement services
c. Data collection, follow-up and evaluation service
d. Assist in the "Computerized Occupational Service and Guidance" program of the Genesee Intermediate School District
e. Work with community agencies, such as Vocational Rehabilitation Division, etc.

Procedures:

A student file was established. A student record includes general information--educational information, including progress in Skill Center training, job experiences, et cetera. The program coordinator works with the students to help in the development of positive attitudes in regard to the occupational skill to be developed. He assists students to succeed in various programs designed to provide on-the-job experiences. He also assists students in the decision-making process in job selection and placement.

Follow-up is also a part of the services rendered. Evaluation and information concerning the job success that will also assist in curriculum evaluation. Assistance is also given to employers and students in regard to any problems on the job in terms of attitude or skills.

PROJECT ABSTRACT

School District: Genesee Intermediate School District

Title of Project: Educational and Career Exploration System (ECES)

Project Director: Mr. Alva E. Mallory
Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507
Telephone #(313) 232-9131

The Educational and Career Exploration System (ECES) is an experimental educational and career information program designed by IBM for the Genesee Intermediate School District as an integral part of a comprehensive career development project. The system has been incorporated this year into a three component, sequential, career decision-making model; in which counselors, trained in interpersonal skills, teach decision-making skills and strategies to groups of students. A syllabus--prepared for the Genesee Intermediate School District by Eastern Psychological, Educational, and Community Services, Inc., with in-put from Genesee area counselors--provides the curriculum for the program, as well as suggestions for methods and procedures for presentation.

The objectives of the ECES project are, that the student will:

1: Learn a systematic model for career decision-making.

2: Become aware of his interests, abilities, and values and be able to relate these to career-planning.

3: Be able to apply the decision-making model to narrow his career choices.

4: Be able to formulate a tentative career plan.

The program presently consists of a curriculum which includes ten sessions of a counselor meeting with a small (8 - 15) group of students, three individual sessions with a counselor for each student, five one-hour sessions for each student at an ECES terminal. The focus of the process is upon enabling the student to answer these questions:

"Who am I?"

"Where am I going?"

"How do I get there?"

The student answers these questions by participating in this program, which combines:

1: Responsive and initiative communication between counselor and student through didactic, experiential, and modeling teaching techniques with

2: A vast amount of educational and career information obtained through the use of a computer, and

3: Acquisition of skill in a systematic method for making decisions and solving problems.

Most of the educational and occupational information the student reviews in this program is gained through the use of ECES, an information system which stores and retrieves information, as well as analyzes and summarizes student in-put. It consists of six phases: Introduction, orientation, exploration, clarification, discussion, and career-planning.

PROJECT ABSTRACT

DISTRICT: Gogebic-Ontonagon Intermediate School District

TITLE OF PROJECT: Extensive Placement and Follow-up Program

DIRECTOR: James J. Vilendrer, Placement Director
Box 218, Bergland, Michigan 49910
Telephone: 906/032-2550

OBJECTIVES:

1. Contact local and outside businesses to secure jobs.
2. The setting up of three placement offices in three separate areas.
3. Disseminate job information to administrators and teachers.
4. Set up follow-up procedures.
5. Assist up-grading existing Vocational Programs.
6. Help to groom positive attitudes towards work and positive attitudes towards relocation and work.

MAJOR ACTIVITIES:

1. Know the students.
2. Getting to know the programs.
3. Getting to know the instructors and administrators.
4. Getting to know the locale
   a. What is the main source of industry
   b. What types of people
5. Getting to know the economy
6. Making local business contacts as well as out-of-the area contacts.
7. Devising follow-up questionnaires and evaluating answers.

Availability of jobs in the Western Upper Peninsula is very limited, therefore, as much as 40% of the Director's time must be spent in out-of-the area contacts which would include: Duluth, Minnesota; St. Paul, Minnesota; Green Bay, Wisconsin; Wausau, Wisconsin; Milwaukee, Wisconsin; Marquette, Michigan and Escanaba Michigan.

Upper Peninsula people have not been exposed to the urban way of living. Therefore, a major activity is selling these young people on the idea that eventually most of them will have to leave the area to find jobs. Therefore, lets start to prepare for it now.

HOW EVALUATED:

The best evaluation for this program would be, "What is the best thing for the students at the present time?"

1. Should the student leave the Upper Peninsula and move to the St. Paul-Minneapolis area for a job?
2. Should the student take a summer job and go on to advanced training in the fall?
3. Should the student join the armed forces?
4. Should the student concentrate all his or her efforts to employment in the immediate area?

PROJECT ABSTRACT

School District: Monroe, Lenawee, Ingham, and Northern Michigan Counties

Title of Project: Vital Information for Education and Work (VIEW)

Project Director: Birger K. Anderson
Ingham County Intermediate School District
2630 West Howell Road
Mason, Michigan 48854
Telephone #(517) 676-2481

This program is geared to the high school students, teachers, and counselors, providing them with current, localized, and realistic information about employment opportunities. This information includes job requirements, wage and hour questions, fringe benefits, and schooling time and costs.

The major goals are:

1: To gather job facts and figures about entry level occupations requiring less than a four-year college degree.

2: To let students know in advance what they must do to qualify for various jobs.

3: To assist counselors and teachers by providing relevant, up-dated occupational information for students' benefit.

4: To provide in-service programs for educators, showing many uses of VIEW.

5: To monitor and evaluate VIEW to accurately assess occupational awareness or change on the part of student users.

6: To provide a means to involve parents in the counseling process.

Procedures include the gathering of information from employers in the local county areas. This information is then compiled, condensed, and placed on a five-page format designed by students. The VIEW scripts, in the form of microfilm apperture cards, tell in capsule form the what-where-why and how about occupations, including advantages and disadvantages. Contacts to make and things to read for additional information are included on each script. One occupation per aperture card allows a student to compare cards as he sees fit for his best advantage.

PROJECT ABSTRACT

School District: Lenawee County Intermediate School District

Title of Project: Placement Coordinator Pilot Project

Director: Mrs. Paula Shirk
Exemplary Placement Project
Lenawee Skills Center
4107 North Adrian Highway
Adrian, Michigan 49221
Telephone 313/263-2108

This project serves both the Vocational - Technical Center students and Lenawee County high school students not enrolled in the Center. The Coordinator also works with counselors, co-op coordinators, instructional staff, N.Y.C. Coordinators, M.E.S.C. and D.E.O. offices in providing job placement information and job procurement advice.

Goals:

1: To assist graduates in their search for full-time employment in occupations related to the fields for which they have been trained.

2: To establish contact with employers, which will enable all parties involved--employers, students, school personnel--to communicate their employment needs to one another through the Central Placement Office, which will be located in the Area Center.

3: To promote an understanding on the part of employers as to the function and offerings of the Area Center and how their interests might best be served.

4: To provide in-service training for instructors, counselors, and all other persons involved in placement to encourage cooperation and coordination.

5: To develop a follow-up program.

Procedures:

The program will be implemented in a number of ways. It will be necessary to interpret the various occupational programs to employers, to solicit jobs, to schedule student-recruiter interviews, to register student applicants, to interview and make referrals, and to offer vocational counseling to applicants. In addition, record-keeping of applicants, referrals, and placements will be important. Constant attempts will be made to evaluate the success of the occupational programs in meeting community needs. Reports and

studies of former students will be made, including evaluation and follow-up.

PROJECT ABSTRACT

School District: Livonia School District

Title of Project: Demonstration Project in Job Counseling and Placement

Project Director: **Norbert Topolewski**
Livonia School District
15125 Farmington Road
Livonia, Michigan 48154
Telephone #(313) 422-1200

The beneficiaries in the project are the youth of the community--in or out of school. Ancillary services may be provided for K through twelve, but the major focus will be on those students who have attained the legal employment age. Of this group, those between the ages of sixteen and twenty receive primary attention. The fourteen and fifteen-year-old group is particularly handicapped in seeking employment because of restrictions, so it was proposed that a committee be created to find out what can be done to improve opportunities for this segment of the manpower pool.

Goals:

1: To facilitate immediately the gainful employment of youth in the Livonia area.

2: To establish an on-going, comprehensive community effort which will facilitate the gainful employment of youth in the Livonia area. And, in so doing will:

a. assess conditions in the Livonia area relevant to facilitating gainful youth employment

b. encourage the participation of the several high schools in the placement of students in suitable work situations

c: develop a working liaison among the co-op coordinators, work experience supervisors, and the Michigan Employment Security Commission

d: involve community organizations in the development and maintenance of the effort

3: To evaluate certain outcomes of activities in furtherance of Goal 1.

Procedures:

This project combines three major components of the community--the City of Livonia, the Chamber of Commerce, and the Livonia Public School District. Other community organizations and individuals who have constructive contributions to make are encouraged to participate to the extent possible. The school district is responsible for the administration of the Project. All parties provide advisory services and make contributions in one form or another--financial, space, or other supporting services.

The Director of the Project works cooperatively with the public and private agencies. He also works with the counselors of the school system to provide up-to-date information and guidance related to employment opportunities and occupational planning and selection. He seeks out employment opportunities, directs students to employers seeking employees, conducts follow-up studies and other pertinent research, and establishes cooperative relationships with the several MESC offices that serve the school district.

PROJECT ABSTRACT

School District: Menominee Area Public Schools

Title of Project: World of Work - Career Education

Project Director: Mr. Tom Pichette
Menominee Area Schools
Menominee, Michigan 49858
Telephone #(906) 863-3091

A career education program was initiated in Menominee Area Public Schools following the approval of a proposal which was based on the interest and willingness of the staff to integrate career education into the regular course of study. The target group is the staff. In-service activities are designed to broaden the staff's knowledge about the wide range of activities that could be a part of a career education program, as well as ways to change the attitude of others toward the world of work.

Goals:

1: To make teachers aware of their educational responsibility to inform students about all facets of the world of work and the many career possibilities.

2: To assist teachers in their efforts to provide career information to students in a meaningful manner.

3: To have students investigate occupations and to help students develop positive attitudes toward all career opportunities.

4: To help parents develop positive attitude toward all career opportunities.

5: To develop and identify reliable instruments to measure attitudes toward occupations and occupational areas.

6: To develop and identify materials needed to accomplish goals one through four.

During the first year, sixteen teachers comprised the project staff. The second year, the staff will be increased to thirty participants. The staff has proceeded to develop performance objectives and units to correlate with the objectives. They will continue to review and compile appropriate materials. A workshop was held to explain problems, share experiences, and present concept to new members. They plan to visit other relevant projects.

Pre and post tests of all students in the project and a control group of those not involved will be compared. Presentations have been made to parent groups, civic, and professional organizations.

PROJECT ABSTRACT

School District: Montcalm Community College

Title of Project: Area Educational - Vocational Guidance Center

Project Director: Mr. Robert Gravelle
Area Guidance Center
Montcalm County Community College
Sidney, Michigan 48885
Telephone #(517) 328-2111

The target population include area youth who are seeking assistance in educational or vocational decision-making and area adults who are seeking assistance in educational or vocational decision-making.

Some of the major goals are:

1: To provide a guidance center at the college, with a counselor and a vocational library to assist area students and adults in educational and vocational planning.

2: To provide an area testing center with test-interpretation service available to assist youth and adults.

3: To provide in-service training for area counselors in the latest developments in the educational and vocational counseling field.

4: To provide consultive services to area high school counselors, and to provide counseling services to adults both at the Guidance Center and in area high schools in the evening.

Procedures include:

1: Providing a Center on campus, stocked with the latest educational and vocational materials, with a counselor to provide educational and vocational assistance to area youth and adults during specified hours.

2: The center will maintain a supply of various types of tests--such as vocational, aptitude, and others--for those who wish to take such tests. A counselor will be available to interpret the tests to individuals.

3: A number of meetings will be held, involving area counselors and resource people, to keep counselors up-to-date on latest career and occupational trends.

4: A counselor will be available to provide consultive services to counselors, and a counselor will go out into various high schools to provide adult counseling.

PROJECT ABSTRACT

School District: City of Mt. Pleasant

Project Title: World of Work

Project Director: **Mrs. Alice M. Stengren**
Coordinator,
World of Work
Mt. Pleasant, Michigan 48858
Telephone #(517) 772-1225

The Mt. Pleasant Public School District is one of the school systems participating in a three year "Pilot Program" in Career Education. During the first year, focus was placed on kindergarten through sixth grades; second year, kindergarten through eighth grades; third year, kindergarten through twelfth grades.

The three goals of the Pilot Program are:

1: The changing of teachers' attitudes toward career education through in-service training of teachers.

2: The development of materials to be used in the classroom for the Career Education Project.

3: Field testing in the classrooms of the materials developed for the project and evaluation of these materials.

Procedure:

Four schools were selected to participate in the first phase of the program. Each elementary school was represented by three teachers and its principal, the secondary schools by the vocational education director. These representatives participated in a year-long in-service course. They decided the way to proceed in the implementation of a career development program and spent the second semester developing units for the elementary grades. Along with the curriculum writing, the group critiqued media and listed supplies and materials needed to implement the units.

Focus at the various grade levels are:

K - 6 Career awareness and information

7 - 9 Career exploration

10-12 In-depth exposure and career participation

PROJECT ABSTRACT

School District: Mt. Pleasant School District

Title of Project: Placement and Follow-up Project

Project Director: Kenneth Schaeffer, Director
Exemplary Placement Project
Mt. Pleasant School District
1155 South Elizabeth Street
Mt. Pleasant, Michigan 48858
Telephone #(517) 773-7961

This placement project serves the students attending the Area Skill Center. This includes students from Mt. Pleasant School District, Shepherd, Beal City, and Sacred Heart.

Goals:

1: Develop a placement service for all students who need or can work

2: Follow-up all graduates for seven years after graduation (years 1, 2, 3, 5, 7)

3: Placement and follow-up would form a liaison between business, industry, and education

4: Develop a skills profile for each student enrolled in school

5: Act as an information center for students and industry

6: Comparison studies

7: Test and screen students

8: Correlation of course content in a cooperative effort with business, industry, the Area Center, and the sending schools

Procedures:

A job survey was made of businesses and industry within the area to learn of their needs and to make them aware of the placement services. Various forms were developed. Arrangements were made for employers to interview students on campus. Civil Service examinations were given at the high school. Follow-up surveys were done for the classes of 1969, 1970, and 1971.

PROJECT ABSTRACT

School District: Muskegon and Muskegon Heights

Title of Project: A Comprehensive Career Education Development Project

Project Director: Dr. Ed Pelkey
Comprehensive Career Education Development Project
Muskegon Public Schools
349 West Webster Avenue
Muskegon, Michigan 49441
Telephone 616/726-4811

Participating in the project will be seven percent of the combined school population of Muskegon and Muskegon Heights. Non-public school children who live within the boundaries of project schools will be given the opportunity to make use of program materials and supplies. The coordinator will also provide cooperative in-service opportunities for non-public school teachers and assist with developing educational prescriptions for eligible children attending such schools.

Goals:

1: To develop and initiate a career education curriculum which will integrate occupational education concepts into the regular instructional programs in grades K - 12.

2: To conceptually view the regular instructional program as having a significant role in occupational guidance

3: To evaluate the existing vocational services at the secondary levels to assure that such efforts complement the CCEDP and its goals.

Procedures:

The basic approach to this developmental project will be one characterized by the preparation, field-testing, and refinement of activity-centered units of instruction based upon the concept of occupational clusters which will be integrated into appropriate points of the K-12 curriculum. Teaching units will derive from stated objectives and will specify appropriate learning activities, resources, materials, and suggested points in the curriculum where particular units of instruction may be best integrated.

The project director and his field staff will provide continuing leadership and resources needed to train program participants, prepare curriculum materials, screen and assemble needed materials, supervise the classroom testing of the instructional program, provide for refinements in teaching methods and instructional design, marshall community resources,

and focus existing pupil personnel services to complement project objectives.

It is the intent of this proposal to keep "pencil and paper" instructional techniques to a minimal level and employ the use of the various media, resource people, problem-centered activity units, field trips, simulation materials and games, "hands on" experiences for students, personal counseling, and other approaches expected to help establish a relationship between the school and the occupational world.

PROJECT ABSTRACT

DISTRICT: Muskegon Public Schools

TITLE OF PROJECT: Central Placement Office

DIRECTOR: Thomas A. Willi
Central Placement Office
Muskegon Public Schools
80 W. Southern Avenue
Muskegon, Michigan 49440
Telephone: 616/726-4811 Ex. 261

OBJECTIVES:

The Central Placement Office was created to augment the Co-op Program in Muskegon County in those placement areas not covered by Co-op - namely, placement of students in part-time jobs and placement of vocationally trained graduates. Specifically, the overall objectives of the Central Placement Office are:

1. Placing students and graduates on jobs related to their training and education or in a program for up-grading or retraining and placing them in better positions commensurate with their up-grading or retraining.
2. Provide special instruction on how to apply for a job and where to look for a job.
3. Survey of employment opportunities to discover specific openings.
4. Make arrangements for employers to visit educational institutions for the purpose of acquainting employers with the kind and level of occupational preparation being provided.
5. Establish and maintain relationships with employer and labor groups who are influencial in selection and employment of people.
6. Contacting employment offices by telephone, mail and in person to promote and obtain positions for graduates of vocational education programs.

MAJOR ACTIVITIES:

The Placement Office began officially August 1, 1971, but was not physically and administratively in business until after the annual follow-up of 1971 graduates in November. Since that time a whole new service to vocational students and graduates has developed. The activities have included the development of:

1. Job finding, referal and placement services.
2. Job and career counseling plus aptitude testing.
3. Follow-up and evaluation procedures.
4. Occupational need study procedures.
5. Inclusion in MESC Job Bank System.
6. ADP information system.
7. Technical library relating to VOCED, Manpower studies and forecasts.
8. Complete administrative procedures governing the operation of a placement office.

PROJECT EVALUATION:

The project is evaluated in terms of the degree of success in meeting the first year goals and objectives.

PROJECT ABSTRACT

School District: Northeast Oakland Vocational Center

Project Title: An Exemplary Project in Vocational Counseling and Guidance

Project Director: Jerold Strickler, Director
Exemplary Placement Project
Northeast Oakland Vocational Center
1371 North Perry Street
Pontiac, Michigan 48050
Telephone 313/334-3596

This project serves the students at the Northeast Oakland Vocational Center, who come from the northeast quadrant of Oakland County. More than half of the students come from Pontiac.

Goals:

1: To develop a consistent level of quality placement activities at the Center.

2: To coordinate the diverse placement activities into a systematic program with possible implications for use in other area vocational centers.

3: To provide a comprehensive evaluation of the teacher-placement concept by conducting a follow-up of NEOVEC-placed students with particular emphasis upon their job use of skills learned at the Center and their success on the job.

4: To make the results of the project evaluation available through the Department of Education--Vocational Division, ERIC at the University of Michigan, Oakland County Intermediate School District, or the School District of the City of Pontiac.

5: To compile pertinent information and experiences gained through the project.

6: To supply the State Department of Education--Vocational Division--and ERIC with a bank of informational material related to Vocational Guidance and Counseling which will be valuable to those concerned with present and future area vocational schools.

Procedures:

A placement coordinator located in the guidance program of NEOVEC would serve to:

1: Coordinate the diverse placement activities into a systematic program.

2: Provide for on-going program evaluation, development, and follow-up.

3: Oversee legal implications of employment and provide consistency.

4: Establish short term placements (two or three weeks on a work-experience basis) for each training program at NEOVEC.

5: Plan and conduct in-service training of teachers and counselors on placement activities.

6: Coordinate and maintain on-going relationships with all students placed on jobs, conducting on-the-job visits and counseling with students about placement activities.

7: Acquire, organize, and disseminate in cooperation with teachers information about entry requirements, apprenticeship rules, union and trade association requirements.

8: Follow-up and evaluate students' experiences in specific work areas.

9: Coordinate NEOVEC placement efforts with the local MESC program and draw effectively upon community employment information sources.

10: Develop on-going relationships with major employers to enhance job placement opportunities.

11: Develop and maintain liaison with sending school co-op and placement coordinators with special emphasis on extending the placement service to post-high school employment.

12: Assist in the design of a dissemination format and the preparation of curriculum sources to be used by other vocational education programs.

13: Assign and work with various interns in the program.

PROJECT ABSTRACT

School District: City of Pontiac

Title of Project: Pontiac Vocational Career Development Program

Project Director: Robert J. Rochow, Director
Pontiac Vocational Career Development Program
Irving Elementary School
1830 West Square Lake Road
Pontiac, Michigan 48053
Telephone 313/334-4695

This is a three-year project designed to develop and establish a career development program K-12. During the first two years of the project, primary emphasis has been at the elementary and junior high level, although some inservice and planning has occurred at the high school level. Counselor/Consultants are the primary delivery system; working through the teacher and various community groups. At the junior high/high school level, the counselors are the main personnel.

The objectives of the project are:

1. To provide for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

2. Provision for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

3. Provision for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time they leave the school.

4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

Procedures:

Although a variety of procedures are employed, counselor, consultants at the elementary level and counselors at the secondary level function as liaison and support personnel to the classrom teacher. Activities which involved contact with other staff included staff inservice, faculty advisory committees, student-faculty conferences, team approach efforts, liaison meetings with principals, public information meetings, cooperatively sponsored field trips, joint involvement with career clubs and employment agencies, classroom presentations on career development and cooperative activities with other funded projects. Activities involving students directly include: Individual counseling, small group work with students, testing, presentation of community role models, field trips, employment agencies, career clubs and assemblies.

Evaluation:

The project is being evaluated by a third party evaluator who is focusing on context evaluation, input evaluation, process evaluation and product evaluation. Instrumentation developed includes measurement of occupational knowledge and occupational interest.

PROJECT ABSTRACT

School District: City of Pontiac
Oakland County Intermediate School District

Title of Project: CCEM (Comprehensive Career Education Model)
Computer-Assisted Guidance Program

Project Director: Judy Battenschlag
1830 West Square Lake Road
Pontiac, Michigan 48053
Telephone #(313) 334-4695

This project is designed to be an additional basic component in support of the development and implementation of the Comprehensive Career Education Model (CCEM) being performed under Federal Research funding in the Pontiac School District. The CCEM program is developing a sequential core of information in all curricular areas adapted to each occupational cluster and designed for presentation at each educational level. Increased guidance and counseling is available at all levels to assist students and parents in selecting the desired occupational cluster.

This project will provide a training program for counselors, designed to improve their skills in the effective utilization of computer-assisted career development programs, in inter-personal skills, and in teaching a decision-making process. It will also provide, through the use of computers, current career information for students and a systamatic way of evaluating this information in terms of their needs and abilities.

The goals are:

1: To design programs which provide students with career exploration skills which will help them identify and use personal information, career information, and curriculum content information to determine who they are, how well they match the jobs they are considering, and how the content of the curriculum can help them achieve their career goal.

2: To design programs which provide students with career evaluation skills which will help them to use facts, concepts, and principles about themselves, careers, and the curriculum to solve career problems, develop career programs, and make career decisions.

3: To design programs which provide students with career-planning skills which help them explore alternative

programs of action, select programs based on who they are and where they are in relation to their goal and then develop long, intermediate, and short term programs to reach their career goal.

4: To develop programs which are designed to provide students with an understanding of the need for career preparation skills which are composed of human achievement skills (inter-personal skills), educational achievement skills (learning to learn skills), and vocational achievement skills (job entry level skills).

5: To develop programs which are designed to provide students with an understanding of the need for career placement skills which consist of job acquisition skills, job application skills, and job development skills.

6. To develop programs which are designed to provide students with an understanding of the need for career-growth skills, which are job-retention skills and job-growth skills.

PROJECT ABSTRACT

School District: City of Royal Oak

Project Title: Learning Experiences in Technology (LET)

Project Director: Mrs. Irene Mann, Coordinator
World of Work
Royal Oak School District
4000 Crooks Road
Royal Oak, Michigan 48073
Telephone #(313) 588-8400

This project was developed by the Director of Vocational Education for Royal Oak Schools in cooperation with Eastern Michigan University and Oakland Intermediate School District. It proposes, through in-service training, to provide teachers with information and skills necessary to integrate concepts of career education into their classroom activities.

Goals:

1: To help students develop an increased understanding of their roles in our contantly changing technological society.

2: To have students become more aware of --

a. The need for and reward of work

b. The necessity for career-planning

c. The multitude of career choices available to the individual.

3: To provide students with individualized and/or group instructions which integrate technology and occupational exploration with traditional elementary school curriculum.

4: To have students, parents, community, and school cooperatively involved in the implementation of the program.

Procedures:

Orientation programs were conducted for the faculty, parents, and community. The participating teachers received forty hours of pre-service training; and bi-monthly, half-day teacher in-service workshops were conducted throughout the year.

An eight-member Parent Resource Committee, meeting monthly, developed a community resource file and served as parent advisory board.

A volunteer committee of five teachers worked with the project on four Saturday mornings in developing a conceptural base.

A post-school workshop of teachers reviewed and organized the year's work into a handbook entitled, "Learning Experiences in Technology: A Guide for Implementation." This will be distributed to new project teachers, administrators, and other interested schools.

PROJECT ABSTRACT

School District: City of Saginaw

Title of Project: Exemplary Vocational Guidance Project

Project Director: Mr. Ray Tortora, Supervisor
ESEA Title III Vocational Guidance Program
Saginaw School District
550 Millard Street
Saginaw, Michigan 48607

The target group includes the entire staff of secondary school counselors, who will be given the opportunity to acquire additional knowledge and expertise in vocational counseling through independent study, university courses, and diversified on-the-job training in local industries. From this group, six will be selected for additional training to form a cadre of vocational counseling specialists. The six specialists will be responsible for establishing a comprehensive vocational information library in each high school and will be assigned to high schools as coordinators of all components of the Exemplary Vocational Guidance projects.

The goals are:

1: To acquaint all secondary guidance counselors with updated skills, understandings, abilities, and knowledge specific to Vocational Counseling.

2: To train a cadre of Vocational Counselor specialists.

3 To develop and implement program components of the Exemplary Vocational Educational Project.

Procedures:

1: Counselors have released time of 44 hours on independent study; 24 hours on visits to training and employment centers; 24 hours allowed for conferences, conventions, and workshops; 20 hours on-the-job experience; 60 hours of contracted services from M.S.U. and consultants.

2: Seven Task Force Areas Designed: a. Information Services b. Placement services c. Follow-up Services d. Vocational Testing e. Student Handbook f. Community Survey g. Occupational Units

PROJECT ABSTRACT

School District: Warren Consolidated Schools

Project Title: Career Awareness through Realistic Experiences (CARE)

Project Director: Mrs. Carol Turner, Coordinator of World of Work
Warren Consolidated Schools
Sterling Heights High School
12901 15 Mile Road
Warren, Michigan 48077
Telephone #(313) 939-6521

This project is designed to stimulate, encourage, and provide in-service training for teachers, thereby assisting them in developing and experimentally implementing career education materials at the K - 6 level. Interest has created the need to expand the program to the junior high and, possibly, the senior high school level.

Goals:

1: To develop program and behavioral objectives.

2: To develop units to correlate with the objectives.

3: To develop units designed for individual instructions and guidance.

Procedures:

Teachers have been involved in bi-monthly in-service workshops, which utilized one elementary and one junior high school media specialist.

Community resource units were developed and are continually being expanded.

Elementary teachers have developed and experimentally implemented units that include a variety of occupations.

The units include pre-testing and post-testing to determine students' achievement.

PROJECT ABSTRACT

School District: West Shore Community College

Project Title: Exemplary Demonstration Job Placement Program

Project Director: Victor Burwell, Director
West Shore Community College
P. O. Box 277
Scottville, Michigan 49454
Telephone 616/845-6211

This project serves currently enrolled college students in their efforts to find part-time employment and to find responsible training stations for the follege Cooperative Education/Internship Program. In addition, this placement program assists graduates and alumni to find career employment commensurate with their interests, abilities, preferences, experience, and scholastic backgrounds. It is also available to students at the twelfth-grade level in secondary schools of the area.

Goals:

1: To form a single centralized student placement program in the college district, which will help students locate part-time, internship, and career placement.

2: To build a relationship between this service and the whole college program.

3: To broaden a relationship of the college with business and industry.

4: To expand the college counseling functions through placement services.

5: To improve and broaden college relationships with local secondary school districts.

6: To assist in the evaluation of skill needs of the business, industrial, and agricultural enterprises in the college district.

7: To assist local business and industry in finding skilled and willing workers.

8: To provide students with special instruction for improvement of personal habits and attitudes.

9: To help students in need of financial aid to supplement their incomes.

10: To teach students new job skills.

11: To counsel student participants relative to vocational opportunities.

12: To show students how to apply for and hold a job.

13: To assist college graduates in finding permanent employment.

Procedures:

A continuous evaluation of the project will be made through scheduled evaluations and summary reports. Evaluation will be made by involving students, parents, employers, school administrators, and local citizenry through questionnaire contacts, which will be completed daily, weekly, or monthly by as many direct contacts as possible. The questions asked on the survey instruments would be the project objectives expanded. The purpose of the evaluation will be to survey the value of, need for, and the effectiveness of the area-wide job placement project in meeting its objectives.

The Board of Trustees for West Shore Community College plans to continue the job placement program at the college after completion of the funded program.

PROJECT ABSTRACT

SCHOOL DISTRICTS: See directors listed below.

TITLE OF PROJECTS: Career Development Workshops

PROJECT DIRECTORS:

Dr. R. W. Bucklin
Copper County Intermediate School District
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Gerald Matthews
Consultant Occupational Education
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Dr. Joseph Messana
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Dennis Wilson
Dean, Student Affairs
Muskegon Community College
Muskegon, Michigan 49443
Telephone: 616/773-9131

Ben F. Winslow
Berrien Intermediate School District
711 St. Joseph Avenue
Berrien Springs, Michigan 49103
Telephone: 616/471-7725

These two-week workshops are designed to provide participants (counselors, teachers, administraotrs):

1. An awareness of career development theory and practice.

2. An orientation to manpower trends and knowledge of area employers.

3. A knowledge of systematic careet guidance programs and how to implement them.

4. Evaluation techniques for career development.

5. Skills in planning career development programs, providing placement and follow-up services and cooperative working relationships with other staff.

Procedures include:

1. Presentations on relevant topics by outside consultants.

2. Role playing and group discussion.

3. Curriculum writing projects.

4. Follow-up projects.

5. Development of resource guides and manuals.

6. Visitation to area employers.

Evaluation usually is of a process nature and is focused on participants' self-report regarding their rating of program components. Some workshops have produced products (guides, manuals) which are evidence of attainment and some have included follow-up of participants' program implementation in their home schools.